

# 1c. Curriculum Overview: English



SAINTS PETER AND PAUL  
CATHOLIC HIGH SCHOOL

## Year 10 English

Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS4 NC And GCSE Spec	<p><b>GCSE English Language Paper 1: Writing</b> <b>GCSE English Literature ‘Power and Conflict’</b> <b>Poetry</b> <b>GCSE English Literature - ‘A Christmas Carol’</b></p> <p><b><u>What are the students learning?</u></b> <b>Language Paper 1: Writing Focus</b></p> <ul style="list-style-type: none"> <li>Planning for a creative writing piece using Freytag’s pyramid</li> <li>Developing creative writing skills</li> <li>Proof reading and improving writing</li> </ul> <p><b>Poetry: ‘Power and Conflict’</b></p> <ul style="list-style-type: none"> <li>Annotating four key poems</li> <li>Understanding the poems</li> <li>Structure of poems</li> <li>Language methods in the poems</li> <li>Using Power and Conflict poetry to inspire creative writing</li> </ul> <p><b>‘A Christmas Carol’</b></p> <ul style="list-style-type: none"> <li>Reading and annotating the text</li> <li>Recall of key quotations</li> <li>Understanding plot</li> <li>Understanding and analysing characters</li> <li>Understanding and analysing themes</li> <li>Context – historical and social</li> <li>Key terms</li> <li>Academic phrasing</li> <li>Assessment preparation</li> <li>Analysis of key extracts</li> </ul>	<p><b>GCSE English Language Paper 1: Reading</b> <b>GCSE English Literature ‘An Inspector Calls’</b></p> <p><b><u>What are the students learning?</u></b> <b>Language Paper 1: Reading Focus</b></p> <ul style="list-style-type: none"> <li>Accessing and reading a range of shorter and more challenging fiction texts</li> <li>Selecting and retrieving key information</li> <li>Using what, how, why effectively</li> <li>Identifying, commenting on and analysing language methods</li> <li>Writing effectively about structure</li> <li>Writing in an evaluative style for question 4</li> <li>Re-visiting skills for creative writing</li> </ul> <p><b>Literature Paper 2 – An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>Annotating the text</li> <li>Recall of key quotations</li> <li>Understanding plot</li> <li>Understanding and analysing characters – allegorical function</li> <li>Understanding and analysing themes</li> <li>Context – historical and social</li> <li>Key terms</li> <li>Reading and annotating the text</li> <li>Academic phrasing</li> <li>Assessment preparation</li> <li>Analysis of key extracts</li> <li>Critical theory</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p>	<p><b>English Literature Revision – ‘An Inspector Calls’, ‘A Christmas Carol’</b> <b>English Language Paper 1 Revision</b> <b>‘Romeo and Juliet’</b></p> <p><b><u>What are the students learning?</u></b> <b>An Inspector Calls: Themes</b></p> <ul style="list-style-type: none"> <li>Understanding and analysing themes</li> <li>Context – historical and social</li> <li>How to respond to an exam question about a theme vs a character</li> </ul> <p><b>Literature Revision:</b></p> <ul style="list-style-type: none"> <li>Recall of key quotations, plot, key characters, minor characters, context, key terms, applying appropriate critical theory</li> <li>Revising necessary exam strategy</li> <li>Revising how to construct an extended analytical essay</li> <li>How to write academically</li> </ul> <p><b><u>What are the key standardised assessments?</u></b> <b>An Inspector Calls:</b></p> <ol style="list-style-type: none"> <li>How does Priestley use the Birling family to present ideas on social responsibility?</li> <li>Mock exam: Language paper 1</li> <li>Mock exam: ‘A Christmas Carol’, ‘An Inspector Calls’</li> </ol> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Completion of knowledge organisers</li> </ul>

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	<ul style="list-style-type: none"> <li>• Applying appropriate critical theory</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <p><b><i>Paper 1 – Language</i></b></p> <ul style="list-style-type: none"> <li>• Baseline assessment: creative writing skills</li> <li>• Question 5 - Narrative writing</li> </ul> <p><b><i>Poetry:</i></b></p> <ul style="list-style-type: none"> <li>• Comparison of theme presented across two poems.</li> </ul> <p><b><i>‘A Christmas Carol’</i></b></p> <ul style="list-style-type: none"> <li>• Explore how Dickens present society’s attitudes to poverty.</li> <li>• How does Charles Dickens present Scrooge’s character in this extract from stave five and in the novella as a whole?</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>• Completion of knowledge organisers</li> <li>• Completion of revision activities to support application of exam strategy.</li> <li>• Vocabulary based activities to secure application of key terms and understanding of tier 2/3 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Language Paper 1: How does the writer use language to...</li> <li>• Language paper 1: Evaluation question</li> <li>• Language paper 1: Creative writing</li> </ul> <p><b><i>‘An Inspector Calls’</i></b></p> <ul style="list-style-type: none"> <li>• Explore how Priestley presents the character of Arthur Birling.</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>• Completion of knowledge organisers</li> <li>• Completion of revision activities to support application of exam strategy.</li> </ul> <p>Vocabulary based activities to secure application of key terms and understanding of tier 2/3 vocabulary.</p>	<ul style="list-style-type: none"> <li>• Completion of revision activities to support application of exam strategy.</li> <li>• Completion of practice papers.</li> </ul>
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### Year 11 English

Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
GCSE Spec	<p><b>Romeo and Juliet</b> <b>Language Paper 2</b></p> <p><b><u>What are the students learning?</u></b> <b><i>Romeo and Juliet:</i></b></p> <ul style="list-style-type: none"> <li>Annotating the text</li> <li>Recall of key quotations</li> <li>Understanding plot</li> <li>Understanding and analysing characters</li> <li>Understanding and analysing themes</li> <li>Context – historical and social</li> <li>Key terms</li> <li>Reading and annotating the text</li> <li>Academic phrasing</li> <li>Assessment preparation</li> <li>Analysis of key extracts</li> <li>Applying appropriate critical theory</li> </ul> <p><b><i>Language Paper 2:</i></b></p> <ul style="list-style-type: none"> <li>Reading for meaning and exploring writer's purpose and intent</li> <li>Q1: Revising inference skills</li> <li>Q2: Understanding how to summarise and compare effectively</li> <li>Q3: Developing analysis skills and exploring how writer's persuade, inform or explain</li> <li>Q4: Comparing the presentation of writers' viewpoints.</li> <li>Q5: Exploring how to apply different formats, tones and perspectives in opinionated writing (speeches, articles, leaflets, essays, letters)</li> </ul>	<p><b>Language Paper 2</b> <b>Language Paper 1</b> <b>Poetry: Unseen and Power and Conflict</b></p> <p><b><u>What are the students learning?</u></b> <b><i>Poetry:</i></b></p> <p>Revision of poetic devices How to analyse unseen poetry: structure, language, tone How to respond to unseen poetry questions How to effectively compare unseen poetry Use of academic language Writing skills How to compare Paragraphing writing Building an argument</p> <p><b><i>Language Paper 1:</i></b> Revision of all question types: reading and writing skills Particular focus on evaluation question: revision of how to evaluate, how to assess an argument, development of analytical skill against an opinion.</p> <p><b><i>Language Paper 2:</i></b> Revision of all question types: reading and writing skills Particular focus on comparison question: revision of how to compare writers' viewpoints, understanding of tone and where appropriate, bias, development of analytical skill against a writer's viewpoint.</p> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>Language Paper 2: Opinionated writing</li> </ul>	<p><b>Revision</b></p> <p>Personalised Revision sessions depending on results from examinations and in-class assessments</p> <p><b><u>What are the Students Learning?</u></b></p> <p>Revision techniques Recall of quotations across all texts Exam technique for Language and Literature</p> <p>Revision of reading skills for paper 1 and 2 Language</p> <p>Revision of vocabulary for creative writing – Paper 1 Q5</p> <p>Revision of persuasive techniques for non-fiction writing – Paper 2 Q5</p> <p>Revision of text types for paper 2.</p> <p>Revision of essay writing and academic phrasing for Literature.</p> <p>Revision of extended analysis for Literature.</p>

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<p>Particular focus on comparison question: revision of how to compare writers' viewpoints, understanding of tone and where appropriate, bias, development of analytical skill against a writer's viewpoint.</p> <p>Personalised intervention sessions depending on results from examinations.</p> <p><b><u>What are the key standardised assessments?</u></b></p> <ol style="list-style-type: none"> <li>1. How is conflict presented in act 1 scene 1?</li> <li>2. How is the character/theme of X presented in this extract and the play as a whole?</li> <li>3. Language Paper 2: Compare how writers present their viewpoints on X.</li> <li>4. Language paper 2 mock</li> <li>5. Literature paper 2 mock</li> </ol> <p><b><u>Homework</u></b> <b>Seneca tasks: Romeo and Juliet</b></p> <ol style="list-style-type: none"> <li>1.Context</li> <li>2.Plot -Acts 1-5</li> <li>3.Writing techniques</li> </ol> <p><b>Characters:</b> Romeo Juliet Tybalt Nurse, Benovlio and Mercutio Friar Lawrence (grade 9 key characters)</p> <p><b>Independent HWK tasks: exam practice questions:</b> How Mercutio is presented. How Friar Lawrence is presented.</p>	<ul style="list-style-type: none"> <li>• Comparative essay. How is the theme of X presented in both of these poems?</li> </ul> <p><b><u>Homework</u></b> <b>Seneca:</b> Revision of poetic devices: English Language AQA: Language techniques <b>Seneca:</b> Revision of 2 poems from Power and Conflict Anthology</p> <p><b>Seneca revision tasks on ACC:</b></p> <ol style="list-style-type: none"> <li>1.Plot summary</li> <li>2.Characters</li> <li>3.Key ideas</li> <li>4.Context</li> </ol>	
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